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ABSTRACT

This report contains comparative information that has been systematically secured through the evaluation project on secondary vocational education in Tennessee. It presents data that were collected, recorded, and reported from three program review and evaluation instruments for administration, vocational-technical instructional programs, and guidance and counseling. Data cover these areas: integration of academic education; sequential course of study; skill attainment and job placement; increased linkage with postsecondary institutions; instruction/on-the-job experience in all aspects of business/industry students are preparing to enter; serving special populations; improving school quality in schools with high concentrations of poor and low-achieving students; relevance of program to the workplace and extent to which it is reflection of current/future labor market needs; ability of curriculum, equipment, and instructional materials to meet demands of the work force; basic and higher order current and future workplace competencies reflect hiring needs of employers; and other pertinent criteria. Item mean ratings are reported in table form from the three program review and evaluation instruments. Each table is arranged item by item as found in the instruments with mean ratings compared to a baseline year. The next three tables provide gain totals by major category. A summary table is also presented. (YLB)

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SECONDARY VOCATIONAL EDUCATION IN TENNESSEE:

1994-1995 YEAR-END REPORT

To include:
System Administration
Vocational-Technical Teachers
and
Comprehensive Career Development Programs

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University of Tennessee Knoxville

For
TENNESSEE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL TECHNICAL EDUCATION
Nashville, Tennessee
June, 1995

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SECONDARY VOCATIONAL EDUCATION IN TENNESSEE

1994-1995 YEAR-END REPORT

A Report Covering the Third Year of Comparative Information Pertaining to Mean Ratings for System Administration, Instructional, and Comprehensive Career Development Programs.

By Don E. NcNelly
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The views, opinions, and/or findings expressed in this report should not be construed as an official Tennessee Department of Education, The University of Tennessee or The Institute for Assessment and Evaluations position, policy or recommendation. This report was made possible with funds provided by the Division of Vocational-Technical Education to the Evaluation Project.

Preface

Special recognition is hereby extended to State Staff from the Division of Vocational-Technical Education, Tennessee State Department of Education. The state staff has continued to recognize the value of local on-site evaluations for all secondary vocational-technical education programs. Local systems benefit by having independent evaluators to assist in identifying areas needing improvement and assistance in structuring evaluative data and information as a means of planning for improvement. The local data and information have been processed and state-wide results made availabe as a means of systematically measuring program improvements, which enable the state to respond to inquiries pertaining to the Carl D. Perkins Vocational and Applied Technology Act of 1990 (Perkins II). One more year remains for evaluating all secondary vocational-technical programs which would be in compliance with the State Plan approved by Washington. A new Commissioner of Education is now working with new Directors and Assistant Commissioners.

Other personnel recognized are: Ms. Sharon Yarbrough, Field Coordinator for the Evaluation Project. Ms Yarbrough has served this first year as the Field Coordinator with distinction. She has earned the personal and professional respect by all for the many hours spent working with the local systems and evaluation teams. Ms. Yarbrough has continued to deliver consistent efforts to maintain on-site evaluations as a fair, non-threatening presence and to planning for improvements over time. She also assisted with local in-service workshops, reports and research,

editing reports and in numerous other professional activities related to the evaluation project. Ms. Yarbrough has clearly performed her duties as the Field Coordinator in an exemplary manner. Dr.Morgan Gray, Computer Analyst, Agriculture Economics and Rural Sociology is recognized for his consistent professional dedication pertaining to reliable data and information; Ms. Elizabeth Whitson, Evaluation Project Secretary, is recognized for her loyalty to the project and assisting in getting the reports and information out in a timely manner; Mr. Ross Owen, Graduate Research Associate, is recognized for his professional dedication and assistance on a wide variety of assignments. He was always there and has proven himself as a team player; Many local secondary vocational-technical teachers and administrators, too numerous to list individually, are recognized and not forgotten; Dr. Russ French, Director of the Institute for Assessment and Evaluation and Dr. John Ray, Associate Director, are recognized for their support and assistance.

The information in this report clearly reflects improvements on a state-wide basis as indicated by the mean ratings from the participating systems. Three evaluation instruments have current ratings compared to a base-line. Special needs programs were dropped by the State and the number of local systems maintaining the traditional program were so few as to not be meaningful to report. The information in this annual report has limitations with respect to making inferences to the total population.

Don E. McNelly
Director
State Evaluation Project

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Secondary Vocational Technical Education
In Tennessee
1994-95 Year-End Report

This report, the third submitted, contains comparative information which has been systematically secured through the evaluation project which is independent of the State staff and the respective local systems. This independent means of securing data and information greatly enhances the validity, reliability and credibility of the information presented and is not subject to the same limitations as self resported evaluative data and information. All evaluation instruments were designed to address the major sections in the Carl D. Perkins Vocational and Applied Technology Act of 1990. This report is the second report providing comparative information concerning system adminstrator, instructional programs and comprehensive career development programs (Guidance and Counseling). The base-line data for system-wide administration is state-wide. The base-line established for the other two instruments was established by the eligible participating systems in the evaluation process. The comparative data and information do reflect improvements as measured by the mean ratings on the respective evaluative instrument items. The extent to which the eligible participating systems represent the total state is unknown.

The Tennessee Department of Education, Division of Vocational-Technical Education has continued to secure program evaluation information while many other states have abandoned on-site evaluations. The State Staff and other interested officials have elected to secure unbiased data and information

through a third party, namely, the State Evaluation Project. The respective evaluation instruments are comprehensive and do provide for a systematic method for collecting, recording and reporting data from program review and evaluation instruments for administration, vocational-technical instructional programs, and guidance and counseling (CCDP). All review and evaluation instruments are designed to cover the following areas:

I. **INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION**

II. **SEQUENTIAL COURSE OF STUDY**

III. **SKILL ATTAINMENT AND JOB PLACEMENT**

IV. **INCREASED LINKAGE WITH POST-SECONDARY INSTITUTIONS**

V. **INSTRUCTION/ON-THE-JOB EXPERIENCE IN ALL ASPECTS OF BUSINESS/INDUSTRY STUDENTS ARE PREPARING TO ENTER**

VI. **SERVING SPECIAL POPULATIONS**

VII. **IMPROVING SCHOOL QUALITY IN SCHOOLS WITH HIGH CONCENTRATIONS OF POOR AND LOW-ACHIEVING STUDENTS**

VIII. **RELEVANCE OF PROGRAM TO THE WORKPLACE AND EXTENT TO WHICH IT IS REFLECTION OF CURRENT/FUTURE LABOR MARKET NEEDS**

IX. **ABILITY OF CURRICULUM, EQUIPMENT, AND INSTRUCTIONAL MATERIALS TO MEET DEMANDS OF THE WORKFORCE**

X. **BASIC AND HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES REFLECT HIRING NEEDS OF EMPLOYERS**

IX. **OTHER PERTINENT CRITERIA**

Item mean ratings are reported in Table form from the three program review and evaluation instruments. Each table is arranged item by item as found in the instruments. A table is also provided with gain totals by major category and a summary table.

This report has been prepared for the Division of Vocational-Technical Education, State of Tennessee, as a source of information with respect to the participating eligible systems' mean ratings compared to a base-line year. The evaluation instruments are comprehensive and the data in the tables represent the relative gain or status of the participating systems collective information compared to a base-line. Graphs and charts have been added to assist in communicating the findings. The information in this report may assist the State Staff in planning for improvements over time on a state-wide basis. Because of the limitations stated earlier, this information should not be used in isolation to other pertinent information for making policy or planning on a state-wide basis.

Table 1

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category Item(s)	State-wide Mean 91-92	94-95
I. INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION		
1. A system-wide written guide for integrating academic and vocational education has been disseminated to the teachers.	1.54	3.60
2. A system-wide written guide pertaining to documenting and maintaining individual student gain scores has been implemented for:		
a. writing skills.	1.74	4.10
b. reading skills.	1.78	4.05
c. math skills.	1.83	4.15
d. science skills.	1.70	4.02
3. Individual vocational program effectiveness on integrating basic skills has been monitored.	2.24	3.45
4. In-service on integration of basic skills has been provided to all vocational teachers.	2.52	4.20
II. SEQUENTIAL COURSE OF STUDY		
1. Each student has a four year course of study upon completion of the eighth grade.	3.07	5.60

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category Item(s)	State-wide Mean 91-92	94-95
II. SEQUENTIAL COURSE OF STUDY (Contd.)		
2. Each vocational program has a series of integrated, interrelated learning experiences (courses) leading to the development of occupational skills or advanced study in a similar discipline.	3.87	4.75
3. A comprehensive career assessment has been completed for each student enrolled in secondary vocational education prior to enrollment into a vocational program.	2.50	4.90
4. Each student enrolled in a vocational program was placed based on their individual identified needs, interests, and abilities.	3.13	4.65
III. SKILL ATTAINMENT AND JOB PLACEMENT		
1. Each vocational program has identified competencies to be taught and transmitted this pertinent information to students.	4.24	4.80
2. Each vocational program is documenting individual student competency gain for:		
a. academic competencies.	2.61	4.70
b. vocational competencies.	3.55	4.80
3. A system-wide placement and follow-up program is available to:		
a. assist students in securing initial employment.	2.43	3.26

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95 From Program Review and Evaluation Instruments for **SYSTEM ADMINISTRATION.**

Category	Item(s)	State-wide Mean 91-92	94-95
III.	**SKILL ATTAINMENT AND JOB PLACEMENT (Contd.)**		
3.	A system-wide placement and follow-up program is available to:		
	b. secure employer's satisfaction ratings.	2.22	3.50
	c. secure student follow-up information after graduation.	3.88	3.89
	d. assist students in transition.	2.59	3.45
4.	A system-wide placement and follow-up program identifies:		
	a. related job placement.	2.74	3.10
	b. unrelated job placement.	2.71	3.10
	c. unemployed.	2.65	3.05
	d. special needs student as a separate category for a,b, and c above.	2.08	2.16
5.	A written and mutually agreed to plan for improvement (made in consultation with teachers, parents, and students) is available for each program not meeting the approved Standards and Measures rate for placement into employment.	1.16	2.31

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95 From Program Review and Evaluation Instruments for **SYSTEM ADMINISTRATION.**

Category	Item(s)	State-wide Mean 91-92	94-95
III.	**SKILL ATTAINMENT AND JOB PLACEMENT**		
6.	A system-wide formal employers' satisfaction report is available which includes information for each vocational program offered pertaining to:		
	a. quality of work.	1.67	3.00
	b. quantity of work.	1.64	3.00
	c. basic skills.	1.64	3.00
	d. vocational-technical skills.	1.65	3.00
7.	A written and mutually agreed to plan for improvement is available for each program not meeting the approved Standards and Measures rate for employers' satisfaction.	1.07	2.81
8.	Vocational counseling services are provided to vocational students at each high school on an equal basis as provided to college preparatory students.	2.82	4.50
IV.	**INCREASED LINKAGE WITH POST- SECONDARY INSTITUTIONS**		
1.	Appropriate vocational programs have a formal articulation agreement with related post- secondary vocational program(s).	2.77	4.45
2.	The articulation agreements provide for a smooth transition without duplication of effort or loss of credit.	2.78	4.52

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95 From Program Review and Evaluation Instruments for **SYSTEM ADMINISTRATION.**

Category	Item(s)	State-wide Mean 91-92	94-95
IV.	**INCREASED LINKAGE WITH POST- SECONDARY INSTITUTIONS (Contd.)**		
3.	Your school system is participating in a Tech Prep consortium.	3.53	5.25
V.	**INSTRUCTION/ON-THE-JOB EXPERIENCE IN ALL ASPECTS OF BUSINESS/INDUSTRY STUDENTS ARE PREPARING TO ENTER**		
1.	Each vocational program includes the following in their instructional content:		
	a. Planning	3.98	4.60
	b. Management	3.79	4.50
	c. Finances	3.60	4.45
	d. Technical skills	4.43	4.65
	e. Underlying Principles of Technology	3.64	4.45
	f. Labor issues	3.44	4.30
	g. Health	3.87	4.55
	h. Environmental issues	3.57	4.30
	i. Safety	4.98	5.00
	j. Production skills	4.48	4.65

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95 From Program Review and Evaluation Instruments for **SYSTEM ADMINISTRATION.**

Category	Item(s)	State-wide 91-92	Mean 94-95
V.	**INSTRUCTION/ON-THE-JOB EXPERIENCE IN ALL ASPECTS OF BUSINESS/INDUSTRY STUDENTS ARE PREPARING TO ENTER (Contd.)**		
2.	Each vocational program includes the following general employment skills in their instructional content:		
	a. Work completion	4.79	4.75
	b. Attendance	4.97	4.85
	c. Sense of responsibility	4.84	4.75
	d. Respect for authority	4.87	4.70
	e. Following directions	4.93	4.80
	f. Being punctual	4.90	4.75
	g. Respecting others	4.86	4.80
	h. Communicating-listening	4.66	4.80
	i. Commitment to quality	4.83	4.60
	j. Pride in work	4.87	4.65

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category Item(s)		State-wide Mean 91-92	94-95
VI. SERVING SPECIAL POPULATIONS			
(To include economically and academically disadvantaged, handicapped (disabled), limited English proficient, minorities, foster children, and non-traditional.)			
1. The system has provided to students who are members of special populations and parents of these students at least one year prior to the grade level in which vocational programs are generally available, but in no event later than the beginning of the ninth grade information concerning:			
	a. the opportunities available.	4.60	5.15
	b. the requirements for eligibility for enrollment.	4.60	5.15
	c. specific courses that are available.	4.75	5.15
	d. special services that are available.	4.51	5.15
	e. placement services.	3.77	4.36
	f. employment opportunities.	3.76	4.68
2. Vocational program student enrollment reports for each vocational program reflect equal access for special populations is provided to include:			
	a. Occupationally specific courses	4.48	4.68

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category Item(s)	State-wide Mean 91-92	94-95
VI. SERVING SPECIAL POPULATIONS (Contd.)		
2. Vocational program student enrollment reports for each vocational program reflect equal access for special populations is provided to include: (Contd.)		
b. Cooperative education	4.00	4.05
c. Pre-apprenticeship programs (if offered)	2.29	2.69
d. Exploratory courses	3.29	3.94
e. Tech Prep	3.05	4.44
3. Vocational program completion reports for each vocational program reflect Special Needs students are successfully completing their vocational program.	3.55	4.63
4. All completed IEPs have the following components:		
a. Identified needs based on a comprehensive diagnostic assessment	4.93	5.15
b. The present level of educational performance	5.11	5.15
c. Annual goals	5.06	5.15

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category	Item(s)	State-wide Mean 91-92	94-95
VI.	**SERVING SPECIAL POPULATIONS (Contd.)**		
4.	All completed IEPs have the following components: (Contd.)		
	d. Clearly defined performance-based short-term instructional objectives to assist student in achievement of annual goals.	4.90	5.05
	e. Instructional strategies to include program modification, adaptation or remedial assistance when indicated.	4.92	5.10
	f. Description of frequency and anticipated duration of intervention.	4.62	5.15
	g. Consistent monitoring and documentation of student progress.	4.83	5.21
	h. Systematic monitoring of student progress with name of monitoring individual.	4.71	5.21
	i. Referral to appropriate agencies /services for assistance when indicated.	4.84	5.21
	j. Transition plan(s) well in advance of move(s).	4.21	4.78

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category	Item(s)	State-wide Mean 91-92	94-95
VI.	**SERVING SPECIAL POPULATIONS (Contd.)**		
4.	All completed IEPs have the following components: (Contd.)		
	k. State mandated tests which will be taken including modification/adaptation when indicated	4.97	5.10
	l. Evaluation procedure and schedules for determining achievement of objectives/ goals	4.84	5.10
5.	Supplemental services report indicates Special Need students enrolled in vocational education are provided assistance when indicated to include:		
	a. Curriculum modification.	4.65	4.84
	b. Equipment modification.	4.33	4.57
	c. Classroom modification.	4.51	4.84
	d. Instructional aids and devices.	4.56	4.78
	e. Supportive services.	4.56	5.10
6.	Comparability report indicates the system is in compliance with federal requirements.	5.00	5.26

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category	Item(s)	State-wide Mean 91-92	94-95
VI.	**SERVING SPECIAL POPULATIONS (Contd.)**		
7.	Enrollment reports indicate a reasonable balance of Special Needs students to non-Special Needs students exist for each vocational teacher (class).	4.82	4.47
8.	The system has a plan for the identification and removal of all barriers--both physical and non-physical--to a free appropriate public education (FAPE).	4.87	5.00
VII.	**IMPROVING PROGRAM QUALITY IN SCHOOLS WITH HIGH CONCENTRATIONS OF POOR AND LOW-ACHIEVING STUDENTS**		
1.	High schools and vocational programs have been identified that have high concentrations of poor and low-achieving students.	4.32	4.70
2.	Federal vocational funds were allocated to the high schools and vocational programs with high concentrations of poor and low-achieving students on a priority basis.	4.37	4.45
3.	Special Needs students in vocational programs who are not receiving federal funds are allocated state and local funds to meet the special students' needs.	4.38	4.75

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category	Item(s)	State-wide Mean 91-92	94-95
VII.	**IMPROVING PROGRAM QUALITY IN SCHOOLS WITH HIGH CONCENTRATIONS OF POOR AND LOW-ACHIEVING STUDENTS (Contd.)**		
4.	Vocational students in high school or vocational programs with high concentrations of poor and low-achieving students are improving or have comparable academic and vocational gain scores.	3.67	4.31
5.	Formal system-wide programs (other than vocational education alone) are provided for vocational students considered "at risk."	3.77	4.50
6.	Additional supplemental services are expended to help low-achieving vocational students improve basic skills.	4.07	4.50
7.	Vocational program retention rates in schools with high concentration of poor and low-achieving students are equal to or exceed their respective total school average retention rate.	3.46	4.47
VIII.	**RELEVANCE OF PROGRAM TO THE WORKPLACE AND EXTENT TO WHICH IT IS REFLECTION OF CURRENT/ FUTURE LABOR MARKET NEEDS**		
1.	Each vocational teacher receives regional and local labor market needs and demand projects (i.e. monthly Labor Market Report).	2.14	3.85

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category	Item(s)	State-wide Mean 91-92	94-95
VIII.	**RELEVANCE OF PROGRAM TO THE WORKPLACE AND EXTENT TO WHICH IT IS REFLECTION OF CURRENT/FUTURE LABOR MARKET NEEDS (Contd.)**		
2.	Vocational programs have been identified that have:		
	a. low job placement rates.	3.63	3.70
	b. low labor market demand.	3.62	3.80
3.	Craft Advisory Committee recommendations pertaining to improving relevance of each vocational program have been responded to.	3.98	4.15
4.	Each Craft Advisory Committee meets at least twice a year.	3.65	3.90
5.	Employers' rating reports of vocational program completers for each vocational program have been reviewed.	2.35	3.25
6.	Vocational programs with low employers' ratings for vocational program completers have been identified and a plan for improvement has been implemented.	2.20	2.80
7.	Each vocational program has a long-range plan for improvement to reflect improved relevance to current and future labor market needs.	3.14	3.70

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category Item(s)	State-wide Mean 91-92	94-95
IX. ABILITY OF CURRICULUM, EQUIPMENT AND INSTRUCTIONAL MATERIALS TO MEET DEMANDS OF THE WORKFORCE		
1. Appropriate business and industry representatives have assessed each vocational program's ability to meet the demands of the current and future workforce by assessing the:		
a. basic workplace competencies.	2.92	3.25
b. curriculum.	3.06	3.15
c. instructional materials.	2.96	3.15
d. instructional equipment.	3.06	3.10
2. Each Craft Advisory Committee has assisted in developing a prioritized list of recommendations for each vocational program with respect to:		
a. basic workplace competencies.	2.82	3.40
b. curriculum.	2.89	3.30
c. instructional materials.	2.80	3.35
d. instructional equipment.	2.84	3.50
3. Each vocational program is currently using instructional equipment that meets business and industry standards.	3.06	3.70
4. Cooperative student placements have been reviewed and are program related to each vocational program.	3.55	3.88

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category Item(s)	State-wide Mean 91-92	94-95
IX. ABILITY OF CURRICULUM, EQUIPMENT AND INSTRUCTIONAL MATERIALS TO MEET DEMANDS OF THE WORKFORCE (Contd.)		
5. Formal training plans for co-op students have been reviewed and include competencies to be mastered.	3.54	3.76
X. BASIC AND HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES REFLECT HIRING NEEDS OF EMPLOYERS		
1. Appropriate entry-level workplace competencies for each vocational program have been verified by business and industry representatives to meet area labor market needs.	2.79	3.55
2. Each vocational program uses the state approved competency-based curriculum guide.	5.14	5.25
3. Each vocational program has established student performance expectations which have been disseminated to their students.	4.07	4.65
4. Each vocational program maintains individual competency attainment progress and issues each student a competency attainment profile at the end of each school year.	2.55	4.21

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category Item(s)	State-wide Mean 91-92	94-95
XI. OTHER PERTINENT CRITERIA		
1. Each vocational teacher actively participates in the state recognized vocational student organization (VSO).	4.42	4.90
2. Each vocational teacher integrates the VSO as part of the instructional program.	4.39	4.85
3. Each vocational program adequately provides safety with respect to:		
a. posting emergency procedures.	5.30	5.05
b. marking safety lanes.	5.20	5.10
c. storing dangerous materials.	5.31	5.05
d. fire protection.	5.43	5.15
e. instruction in safety.	5.50	5.20
f. equipment.	5.28	5.05
4. Each vocational program not meeting the approved Standards and Measures has an improvement plan.	2.90	3.78
5. All teaching personnel have current licenses with appropriate endorsements.	5.74	5.70
6. In-service programs have been provided based on identified topics from the local needs assessments.	4.27	4.80

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category	Item(s)	State-Wide Mean 91-92	94-95
XI.	**OTHER PERTINENT CRITERIA (Contd.)**		
7.	Guidance counselors assist vocational teachers in securing and preparing a report with the following information:		
	a. Job placement	2.41	3.15
	b. Student follow-up	2.27	3.50
	c. Employer ratings	1.86	3.25
8.	Programs, services, comprehensive career guidance and counseling eliminate gender bias and stereotyping.	**	**
9.	The system has a formal school and community relations program.	3.27	3.95
10.	Each vocational teacher is provided a copy of the latest evaluation of instruction conducted by the vocational administrator.	4.68	5.05
11.	Each teacher has a budget for their program at the beginning of each year.	5.00	5.10
12.	An audit report pertaining to vocational funds is available.	5.34	5.75

** - Data not reported due to several instruments not containing this item.

Table 1 (Continued)

Comparative Data From Baseline (1991-92) to 1994-95
From Program Review and Evaluation Instruments for
SYSTEM ADMINISTRATION

Category	Item(s)	State-wide Mean 91-92	94-95
XI.	**OTHER PERTINENT CRITERIA (Contd.)**		
13.	A copy of the "Supplemental-not Supplanting report is available for each year under the new federal legislation.	3.34	3.90
14.	Grievance procedures have been developed and adopted for:		
	a. the handling of student complaints alleging violations of Title VI, Title IX, and Section 504.	4.85	5.25
	b. Prompt and equitable handling of employee complaints alleging violations of Title VI,Title IX, and Section 504.	4.96	5.25
15.	The system has a 504 checklist for each building.	3.90	4.15
16.	The system has a transition plan checklist for each building.	2.97	3.20
17.	Plans for initiating new programs or phasing out obsolete and/or ineffective programs have been developed.	3.45	3.50
18.	The JTPA system has established and is maintaining a satisfactory working relationship with your system for the benefit of eligible clients.	4.53	4.05

Table 2

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-Wide Mean 92-93	94-95
I.	**INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION**		
1.	Basic academic skills have been identified in the state approved curriculum guide.	3.91	4.95
2.	Writing skills:		
	a. are ascertained by pretest.	2.12	3.66
	b. are reinforced for each class.	3.69	4.05
	c. gain scores are available and recorded.	2.02	3.61
	d. instruction is modified based on results.	2.39	3.92
	e. are integrated into general instruction.	3.80	4.27
3.	Reading skills:		
	a. are ascertained by pretest.	2.30	3.76
	b. are reinforced for each class.	4.01	4.28
	c. gain scores are available and recorded.	2.14	3.60
	d. instruction is modified based on results.	2.60	4.09
	e. are integrated into general instruction.	4.08	4.45

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-Wide Mean 92-93	94-95
I.	**INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION (Contd.)**		
4.	Math skills:		
	a. are ascertained by pretest.	2.62	3.72
	b. are reinforced for each class.	3.95	4.29
	c. gain scores are available and recorded.	2.30	3.76
	d. instruction is modified based on results.	2.74	4.16
	e. are integrated into general instruction.	4.19	4.47
5.	Science skills:		
	a. are ascertained by pretest.	1.71	3.44
	b. are reinforced for each class.	2.87	3.82
	c. gain scores are available and recorded.	1.78	3.50
	d. instruction is modified based on results.	2.08	3.80
	e. are integrated into general instruction.	3.19	3.95
6.	In-service on integration of basic skills has been provided.	3.88	4.24

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
I.	**INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION (Contd.)**		
7.	Academic teachers and vocational teachers confer regularly on integrating basic skills and identify joint strategies to assist students.	2.53	3.53
8.	Program effectiveness is evaluated annually to insure student achievement of basic and advanced academic skills.	2.90	4.12
II.	**SEQUENTIAL COURSE OF STUDY**		
1.	Each student has a four year course of study upon completion of the eighth grade.	3.02	4.80
2.	Vocational program content is based on a series of integrated, interrelated learning experiences leading to the development of occupational skills or advanced study in a similar discipline.	4.55	4.61
3.	Each student has completed a comprehensive career assessment prior to enrollment in the program.	2.28	3.90
4.	Each student was placed into the program based on his/her identified needs, interests, and abilities.	2.97	3.91

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-Wide Mean 92-93	94-95
III.	**SKILL ATTAINMENT AND JOB PLACEMENT**		
1.	Competencies have been identified and attainment standards have been accurately defined for documenting:		
	a. academic gain	2.57	4.25
	b. vocational attainment	2.60	4.22
	c. placement rates	1.84	3.47
2.	Using the statewide system of core standards, measures of learning and competency gains (including student progress in basic and advanced academic skill achievement) are documented by **ONE** or more of the following:		
	a. Competency attainment	2.11	4.16
	b. Job/work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter	1.85	4.05
	c. Retention in school or completion of school or its equivalent	2.38	3.84

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category Item(s)	State-wide Mean 92-93	94-95
III. SKILL ATTAINMENT AND JOB PLACEMENT (Contd.)		
2. Using the statewide system of core standards, measures of learning and competency gains (including student progress in basic and advanced academic skill achievement) are documented by **ONE** or more of the following: (Contd.)		
d. Placement into additional training or education, military service or employment	2.05	3.85
3. The sharing of ideas and resources with business, agriculture, industry, and labor is promoted.	3.84	4.34
4. Instruction in interviewing skills resume writing, and job seeking/keeping skills is provided.	3.80	4.34
5. A formal system-wide job placement program involving the vocational teacher for vocational students is operational in this school.	1.49	2.59
6. Results from the employers' surveys of vocational student job performance is utilized in revising the program.	1.87	3.52
7. Vocational counseling services are provided to vocational students on an equal basis as provided to college preparatory students.	3.09	3.85

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
III.	**SKILL ATTAINMENT AND JOB PLACEMENT (Contd.)**		
8.	Co-operative students are placed in program related training stations.	1.75	4.30
9.	The formal training plans for co-op students include competencies to be mastered.	1.46	4.02
IV.	**INCREASED LINKAGE WITH POST-SECONDARY INSTITUTIONS**		
1.	Articulation agreement(s) were jointly developed by administrators, faculty, counselors, and local business, agriculture, industry, and labor representatives from both secondary and post-secondary institutions.	2.13	3.67
2.	Articulation agreement(s) have been developed with post secondary institution(s) allowing vocational students a smooth transition without duplication of effort or loss of credit.	2.18	3.77
3.	The articulation agreement(s) cover the issues of course equivalency, advanced placement, credits, and competency verification.	2.09	3.68
4.	Related post-secondary vocational programs have been identified and students are informed of the entrance requirements.	3.11	4.28

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
V.	**INSTRUCTION/ON-THE-JOB EXPERIENCE IN ALL ASPECTS OF BUSINESS/INDUSTRY STUDENTS ARE PREPARING TO ENTER**		
1.	Students are prepared in the following aspects of your program:		
	a. Planning	4.07	4.41
	b. Management	3.85	4.22
	c. Finances	3.66	4.10
	d. Technical Skills	4.17	4.48
	e. Underlying Principles of Technology	3.65	4.19
	f. Labor Issues	3.26	3.96
	g. Health	3.85	4.21
	h. Environmental Issues	3.69	4.26
	i. Safety	4.62	4.82
	j. Production Skills	3.97	4.43
2.	The following general employability skills have been incorporated into the program:		
	a. Work completion	4.92	4.93
	b. Attendance	5.11	5.09
	c. Sense of responsibility	5.05	5.01
	d. Respect for authority	5.08	5.05

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
V.	**INSTRUCTION/ON-THE-JOB EXPERIENCE IN ALL ASPECTS OF BUSINESS/INDUSTRY STUDENTS ARE PREPARING TO ENTER (Contd.)**		
2.	The following general employability skills have been incorporated into the program: (Contd.)		
	e. Following directions	5.08	5.04
	f. Being punctual	5.12	5.05
	g. Respecting others	5.12	5.05
	h. Communicating-listening	5.02	4.97
	i. Commitment to quality	5.01	5.00
	j. Pride in work	5.10	5.06
VI.	**SERVING SPECIAL POPULATIONS (to include economically and academically disadvantaged, handicapped (disabled), limited English proficient, minorities, foster children, and non-traditional.)**		
1.	Equal access is provided to special populations in recruitment, enrollment, and placement into vocational education programs.	4.83	4.86

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
VI.	**SERVING SPECIAL POPULATIONS (Contd.)**		
2.	Equal access to the full range of vocational education programs available to non-handicapped and non-disadvantaged individuals is available to special needs students, including occupationally specific courses, cooperative education, and apprenticeship programs.	4.50	4.66
3.	The system has provided to students who are members of special populations and parents of these students at least one year prior to the grade level in which vocational programs are generally available (preferably by the end of the eighth grade), but in no event later than the beginning of the ninth grade information concerning:		
	a. the opportunities available.	3.97	4.39
	b. the requirements for eligibility for enrollment.	3.97	4.40
	c. specific courses that are available.	4.05	4.44
	d. special services that are available.	3.78	4.36
	e. placement services.	3.34	4.11
	f. employment opportunities.	3.32	4.15
4.	Vocational education programs are conducted in the least restrictive environment for handicapped individuals.	4.19	4.48

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
IV.	**SERVING SPECIAL POPULATIONS (Contd.)**		
5.	Students are placed into vocational programs based on comprehensive assessments of their interests, abilities, and special needs with respect to successfully completing the vocational program.	2.74	4.02
6.	Vocational education planning is coordinated among appropriate representatives to include counselors, special education, vocational rehabilitation agency, academic teachers, vocational teachers, and vocational administrators.	3.20	4.00
7.	Individualized Education Plans are generated and formalized with the appropriate representatives to include:		
	a. the Special Needs student.	3.86	4.34
	b. the parent(s) or guardian(s) of the student.	4.17	4.37
	c. guidance counselor(s).	3.94	4.31
	d. special education.	4.28	4.48
	e. vocational rehabilitation agency.	2.16	3.64
	f. academic teachers.	2.91	4.17
	g. vocational teachers.	2.86	4.15
	h. vocational administrator.	3.19	3.86

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
IV.	**SERVING SPECIAL POPULATIONS (Contd.)**		
8.	Supplementary services are provided to members of presently enrolled special populations when indicated to include:		
	a. curriculum modification.	3.78	4.51
	b. equipment modification.	2.71	4.00
	c. classroom modification.	2.97	4.15
	d. instructional aids and devices.	3.30	4.22
	e. supportive services.	3.56	4.09
9.	Comprehensive career development activities are conducted by certified counselors who are proficient in supplying career guidance to special populations.	3.40	3.94
10.	Vocational counseling services are designed to facilitate the transition from school to post-school employment, pre-apprenticeship programs, post-secondary education, and/or other career opportunities.	2.86	3.64
11.	Local employment opportunities in areas related to your program are available to special needs students.	2.76	3.85

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
IV.	**SERVING SPECIAL POPULATIONS (Contd.)**		
12.	The total number of special needs students enrolled into any one class period does not exceed the number which allows teacher to provide quality instruction to all students.	3.77	3.93
VII.	**IMPROVING PROGRAM QUALITY IN SCHOOLS WITH HIGH CONCENTRATIONS OF POOR AND LOW-ACHIEVING STUDENTS**		
1.	The vocational program has maintained quality standards for all students including transmitting higher expectations to low achievers.	4.31	4.47
2.	Extra effort (supplemental service) is expended to allow low-achieving students to improve basic skills.	4.18	4.41
3.	Program retention rate is equal to or exceeds the high school retention rate.	3.40	3.96
4.	System or school-wide formal program(s) exist for retaining students "at-risk."	3.22	3.98
5.	Cooperative education programs include students "at-risk."	2.34	4.51

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category Item(s)	State-wide Mean 92-93	94-95
VIII. RELEVANCE OF PROGRAM TO THE WORKPLACE AND EXTENT TO WHICH IT IS REFLECTION OF CURRENT/FUTURE LABOR MARKET NEEDS		
1. Both regional and local labor market needs and demand projections (i.e. Monthly Labor Market Report) are monitored by the teacher on at least an annual basis.	2.68	3.63
2. The active Craft Advisory Committee meets at least twice a year.	3.31	3.76
3. Previous recommendations from the Craft Advisory Committee have been responded to and have been instrumental in making the vocational program more relevant to the current workplace.	3.02	3.76
4. Employers' ratings of vocational program completers are evaluated and documented.	1.64	3.59
5. The vocational program has been modified to reflect identified needs based upon the employer's survey.	2.14	3.59
IX. ABILITY OF CURRICULUM, EQUIPMENT, AND INSTRUCTIONAL MATERIALS TO MEET DEMANDS OF THE WORKFORCE		
1. The equipment which is currently being used in the vocational program meets business/industry standards.	3.45	3.88

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category Item(s)	State-wide Mean 92-93	94-95
IX. ABILITY OF CURRICULUM, EQUIPMENT, AND INSTRUCTIONAL MATERIALS TO MEET DEMANDS OF THE WORKFORCE (Contd.)		
2. Business/industry feedback is actively sought and received to assure currency of program.	3.40	4.13
3. Potential employers of vocational students have assessed the program's ability to meet the demands of the current and future workforce by assessing the:		
a. basic workplace competencies.	2.60	3.60
b. curriculum.	2.75	3.63
c. instructional materials.	2.66	3.64
d. instructional equipment.	2.74	3.62
4. The Craft Advisory Committee has assisted in developing a prioritized list of suggested equipment and/or instructional material(s) for program improvement.	2.59	3.46
X. BASIC AND HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES REFLECT HIRING NEEDS OF EMPLOYERS		
1. The vocational program reflects state approved and locally verified occupational competencies.	3.93	4.54

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
X.	**BASIC AND HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES REFLECT HIRING NEEDS OF EMPLOYERS (Contd.)**		
2.	Performance measures are well-defined and communicated to students.	4.28	4.59
3.	Standards (level of performance expected) have been established and communicated to students.	4.32	4.57
4.	Appropriateness of standards has been verified by potential employers of vocational students and are based on a realistic assessment of labor market needs within the area.	2.95	3.88
5.	Individual student progress is used to develop a competency attainment profile.	2.92	4.07
XI.	**OTHER PERTINENT CRITERIA**		
1.	Vocational student organizations (VSOs) are an integral part of the instructional content of the program.	3.75	4.13
2.	The vocational teacher and students actively participate in VSO activities including leadership development.	3.61	4.07
3.	Appropriate safety factors include:		
	a. Posting emergency procedures	4.60	4.92
	b. Marking safety lanes	2.91	3.97

Table 2 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY INSTRUCTIONAL PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
XI.	**OTHER PERTINENT CRITERIA (Contd.)**		
3.	Appropriate safety factors include: (Contd.)		
	c. Storing dangerous materials properly	4.00	4.55
	d. Providing fire protection	4.75	4.94
	e. Providing safety instruction	5.01	5.05
	f. Shielding and maintaining equipment properly	4.65	4.65
4.	Programs, services, comprehensive career guidance and counseling eliminate gender bias and stereotyping.	4.57	4.79
5.	A written, comprehensive long-range program improvement plan has been developed based upon the results of the self-assessment.	2.48	3.75

Table 3

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

Category	Item(s)	State-wide Mean 92-93	94-95
I.	**INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION**		
1.	Coordinate and assist in the administration of pre-tests and post- tests for students enrolled in vocational education in the following areas:		
	a. writing skills	1.96	4.21
	b. reading skills	2.17	4.21
	c. math skills	2.19	4.21
	d. science skills	2.07	4.18
2.	Coordinate and assist in securing gain scores for students enrolled in vocational education in the following areas:		
	a. writing skills	1.75	3.75
	b. reading skills	1.78	3.75
	c. math skills	1.83	3.75
	d. science skills	1.76	3.75
II.	**SEQUENTIAL COURSE OF STUDY**		
1.	Each student enrolled in vocational education has a four year high school career plan for graduation upon completion of the eighth grade.	3.44	4.95

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
II.	**SEQUENTIAL COURSE OF STUDY (Contd.)**		
2.	A brochure or publication that accurately describes the Comprehensive Career Development Program:		
	a. is readily available.	2.19	4.12
	b. explains how the program is articulated with the vocational programs.	1.96	3.86
	c. has been disseminated to all students.	2.08	3.69
3.	Each student enrolled in secondary vocational education has completed a comprehensive career assessment prior to enrollment into a vocational program.	2.39	4.50
4.	Each student enrolled in a vocational education program was placed based on the student's identified needs, interests, and abilities.	3.55	4.66
5.	An orientation for staff and students to the Comprehensive Career Development Program is conducted annually.	2.23	4.04
6.	Information is provided throughout the school year using such media as:		
	a. bulletin boards.	3.82	4.79
	b. school newspaper.	3.05	2.15

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
II.	**SEQUENTIAL COURSE OF STUDY (Contd.)**		
6.	Information is provided throughout the school year using such media as: (Contd.)		
	c. student handbook.	3.96	4.25
	d. bulletins/newsletters.	3.64	3.63
	e. group meetings.	3.67	4.54
7.	Extensive current information is available about:		
	a. occupations.	4.67	4.79
	b. requirements for occupational entry.	4.71	4.62
	c. opportunities for occupational preparation.	4.69	4.50
	d. opportunities for local employment in various occupations related to vocational programs offered.	3.51	4.12
8.	The Comprehensive Career Development Program staff assists students with such problems as:		
	a. enrollment.	4.76	5.58

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
II.	**SEQUENTIAL COURSE OF STUDY (Contd.)**		
8.	The Comprehensive Career Development Program staff assists students with such problems as: (Contd.)		
	b. scheduling.	4.87	5.54
	c. personal.	4.55	5.20
	d. grades.	4.67	4.95
	e. retention in school.	4.71	5.00
	f. career choice.	4.37	4.95
9.	The Comprehensive Career Development Program staff disseminate the potential for employment information to:		
	a. students.	3.30	4.00
	b. parents of currently enrolled students.	2.28	2.77
	c. Teachers, administrators, and other school personnel.	2.44	3.21
	d. vocational advisory and craft committees.	2.21	3.04
	e. local business and industry.	2.32	2.68

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category Item(s)	State-wide Mean 92-93	94-95
III. SKILL ATTAINMENT AND JOB PLACEMENT		
1. Placement into employment activities are assigned to Comprehensive Career Development staff as an assigned portion of their workload and job description.	2.30	2.45
2. Placement into employment activities are adequately supported by staff time and fiscal resources.	2.28	2.12
3. Placement into employment information and services are available for all:		
a. currently enrolled vocational students.	2.64	3.26
b. at-risk students (potential dropouts).	2.69	3.17
c. dropouts.	2.33	2.82
d. graduates.	2.73	2.82
4. The Comprehensive Career Development staff identifies the potential for employment that is related to the vocational programs for:		
a. local placement (within the county); and	2.71	2.91

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
III.	**SKILL ATTAINMENT AND JOB PLACEMENT (Contd.)**		
4.	The Comprehensive Career Development staff identifies the potential for employment that is related to the vocational programs for: (Contd.)		
	b. within fifty (50) mile radius of the school system.	2.57	2.73
5.	Vocational students who need part-time employment in order to remain in school are assisted by Comprehensive Career Development staff in securing employment.	2.48	3.12
6.	The Comprehensive Career Development staff coordinates and assists each vocational teacher in securing information for reports with respect to:		
	a. job placement.	1.91	2.82
	b. student follow-up.	2.07	3.13
	c. employer's ratings.	1.83	2.52
7.	The Comprehensive Career Development staff assists in:		
	a. developing transition plans for Special Needs students.	3.30	3.87

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
III.	**SKILL ATTAINMENT AND JOB PLACEMENT (Contd.)**		
7.	The Comprehensive Career Development staff assists in: (Contd.)		
	b. placing Special Needs students into co-op jobs.	2.08	3.31
8.	The Comprehensive Career Development staff assists each vocational teacher in securing information for reports with respect to:		
	a. academic skill gains.	3.07	4.00
	b. vocational skill gains.	2.23	3.72
IV.	**INCREASED LINKAGE WITH POST-SECONDARY INSTITUTIONS**		
1.	The Comprehensive Career Development staff works with admissions staff at post-secondary institutions to facilitate the enrollment of vocational students.	4.08	4.87
2.	The Comprehensive Career Development staff assists in the identification of post-secondary vocational programs and keeps students informed of entry-level requirements.	4.21	5.00

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
IV.	**INCREASED LINKAGE WITH POST-SECONDARY INSTITUTIONS (Contd.)**		
3.	The Comprehensive Career Development staff transmits information regarding current articulation agreements and encourages students to use them to avoid duplication of course work.	2.62	3.65
V.	**INSTRUCTION/ON-THE-JOB EXPERIENCE IN ALL ASPECTS OF BUSINESS/INDUSTRY STUDENTS ARE PREPARING TO ENTER**		
1.	The Comprehensive Career Development staff assists in designing and redesigning individualized competency based vocational programs from the results of comprehensive vocational assessments.	1.69	2.68
2.	The Comprehensive Career Development staff assists vocational students in the attainment of:		
	a. critical thinking skills.	3.21	3.77
	b. decision-making skills.	3.64	4.21
	c. problem-solving skills.	3.37	4.04
	d. specific occupational skills.	3.03	3.69
	e. employability skills.	3.33	4.04

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
VI.	**SERVING SPECIAL POPULATIONS (to include economically and academically disadvantaged, handicapped (disabled), limited English proficient, minorities, foster children, and non-traditional.)**		
1.	Comprehensive Career Development activities are conducted by professionally trained counselors who are proficient in supplying career guidance to special populations.	3.80	4.04
2.	The Comprehensive Career Development staff provides to students who are members of special populations and parents (guardians) of these students at least one year prior to the grade level in which vocational programs are generally available (preferably at the end of the eighth grade), but in no event later than the beginning of the ninth grade information concerning:		
	a. the opportunities available.	4.42	4.79
	b. requirements for eligibility for enrollment.	4.41	4.87
	c. specific courses that are available.	4.57	5.00
	d. special services that are available.	3.78	4.91

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
VI.	**SERVING SPECIAL POPULATIONS (Contd.)**		
2.	The Comprehensive Career Development staff provides to students who are members of special populations and parents (guardians) of these students at least one year prior to the grade level in which vocational programs are generally available (preferably at the end of the eighth grade), but in no event later than the beginning of the ninth grade information concerning: (Contd.)		
	e. employment opportunities.	2.73	3.63
	f. placement services.	2.72	2.68
3.	The Comprehensive Career Development staff monitors and requires a comprehensive diagnostic assessment has been completed prior to the enrollment of each Special Needs student into a vocational program.	2.75	4.34
4.	The Comprehensive Career Development staff monitors and requires that students are placed into vocational programs based on comprehensive assessments of their interests, abilities, and special needs with respect to successfully completing the vocational program.	2.83	4.45

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
VI.	**SERVING SPECIAL POPULATIONS (Contd.)**		
5.	The Comprehensive Career Development staff monitors and requires that Special Needs students have equal access to the full range of vocational education programs available to non-handicapped and non-disadvantaged individuals in:		
	a. occupationally specific courses.	4.42	4.72
	b. co-operative education.	2.57	3.70
	c. apprenticeship programs.	2.21	3.11
6.	The Comprehensive Career Development staff:		
	a. assists in coordinating vocational education planning among the appropriate representatives comprising the multi-disciplinary team (M-team) when indicated to include the Special Needs students, their parent (guardian), special education, vocational rehabilitation agency, academic vocational teachers or appropriate vocational personnel.	4.00	4.95

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
VI.	**SERVING SPECIAL POPULATIONS (Contd.)**		
6.	The Comprehensive Career Development staff: (Contd.)		
	b. meets with Special Needs students and their parents (guardians) to discuss issues and concerns.	4.00	4.79
	c. provides an individual assessment for Special Needs students which includes a comprehensive vocational assessment.	2.87	4.16
	d. monitors that no single procedure was used as the sole criteria for determining an appropriate educational program.	3.67	4.95
	e. appropriately administers and interprets any student evaluation instrument and assessment procedure used.	3.73	4.83
	f. encourages Special Needs students to consider enrollment in courses which may be non-traditional occupational fields for their sex.	4.41	4.66

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
VI.	**SERVING SPECIAL POPULATIONS (Contd.)**		
6.	The Comprehensive Career Development staff: (Contd.)		
	g. utilizes vocational teacher participation on each Special Needs student's M-Team prior to deciding on enrolling the Special Needs student into a particular vocational program.	3.26	3.78
	h. utilizes vocational teacher participation in developing an IEP for each Special Needs student enrolled into a vocational program.	3.33	3.91
	i. participates on M-Team meetings.	4.42	5.25
	j. monitors the number of Special Needs students placed in each vocational class.	3.14	4.16
	k. monitors the academic progress of Special Needs students enrolled in vocational education.	4.21	4.75
	l. participates with the vocational education teachers in the annual review for each Special Needs student enrolled in vocational education.	2.30	3.58

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category Item(s)	State-wide Mean 92-93	94-95
VI. SERVING SPECIAL POPULATIONS (Contd.)		
6. The Comprehensive Career Development staff: (Contd.)		
m. helps to develop transition plans for Special Needs students.	3.50	4.04
n. recommends supplemental services for Special Needs students enrolled into vocational education classes.	3.82	4.58
VII. IMPROVING PROGRAM QUALITY IN SCHOOLS WITH HIGH CONCENTRATIONS OF POOR AND LOW-ACHIEVING STUDENTS		
1. The Comprehensive Career Development staff coordinates a formal program for "at-risk" students.	2.19	3.12
2. The Comprehensive Career Development staff recommends additional supplemental services to allow low-achieving students enrolled in vocational education to improve basic skills.	2.91	3.91
3. The Comprehensive Career Development staff monitors program retention rates for all educational programs.	2.89	4.20

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
VIII.	**RELEVANCE OF PROGRAM TO THE WORKPLACE AND EXTENT TO WHICH IT IS REFLECTION OF CURRENT/FUTURE LABOR MARKET NEEDS**		
1.	The Comprehensive Career Development Program coordinates in conjunction with the vocational administrator periodic surveys of local business and industry in order to identify workforce needs and requirements.	1.91	2.33
2.	The Comprehensive Career Development Program coordinates and disseminates information secured from student follow-up and employer surveys to assist in program improvement considerations at the local level.	1.94	2.16
3.	The Comprehensive Career Development Program provides information to the vocational administrator pertaining to declining occupational fields, new and emerging fields, and areas with shortages of skilled workers.	2.16	2.62
IX.	**ABILITY OF CURRICULUM, EQUIPMENT, AND INSTRUCTIONAL MATERIALS TO MEET DEMANDS OF THE WORKFORCE**		
1.	The Comprehensive Career Development staff has reviewed each vocational program's employer assessment report of the program's ability to meet the demands of current and future workforce needs with respect to basic workplace competencies, curriculum, instructional materials, and equipment.	1.83	1.79

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
IX.	**ABILITY OF CURRICULUM, EQUIPMENT, AND INSTRUCTIONAL MATERIALS TO MEET DEMANDS OF THE WORKFORCE (Contd.)**		
2.	The Comprehensive Career Development staff has made suggestions for improving each program's ability to meet the demands of current and future workforce needs.	2.16	2.62
X.	**BASIC AND HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES REFLECT HIRING NEEDS OF EMPLOYERS**		
1.	At least 70% of the vocational students placed into each vocational program are meeting the entry-level workplace competencies upon completion of class.	2.78	3.80
XI.	**OTHER PERTINENT CRITERIA**		
1.	Each Comprehensive Career Development Program counselor holds current state certification.	5.46	5.68
2.	Each Comprehensive Career Development Program staff member has attended the following within the last three years:		
	a. state vocational conference	2.39	2.73
	b. local in-service sessions concerning vocational education	4.41	4.91

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
XI.	**OTHER PERTINENT CRITERIA (Contd.)**		
3.	The Comprehensive Career Development Program staff, vocational teachers, and administrators coordinate their activities to meet the needs of students.	3.87	4.54
4.	Adequate resources are available including:		
	a. professional staff.	3.62	4.13
	b. supporting staff.	3.01	3.31
	c. testing materials.	3.25	4.08
	d. consumable supplies.	2.96	3.78
	e. equipment.	3.17	3.69
	f. reference materials.	3.50	3.75
	g. staff development.	3.26	3.60
5.	Appropriate space is available for:		
	a. private counseling.	4.82	4.87
	b. group counseling.	3.91	4.33
	c. private waiting space for students.	3.57	3.08

Table 3 (Continued)

Comparative Data From Baseline (1992-93) to 1994-95
From Program Review and Evaluation Instruments for
SECONDARY COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

Category	Item(s)	State-wide Mean 92-93	94-95
XI.	**OTHER PERTINENT CRITERIA (Contd.)**		
5.	Appropriate space is available for:		
	d. current career information.	4.39	4.82
	e. student files.	4.51	4.95
6.	A cumulative educational record is maintained and protected against unauthorized use and loss.	5.42	5.70
7.	Student transcripts are issued upon student and/or parental request.	5.62	5.83
8.	Record systems and practices are periodically evaluated and improved.	5.10	4.25
9.	Information of a highly confidential nature is not included in the student records.	5.58	5.54
10.	Information about students is released only on written consent of the student and/or parent or in consolidated statistical form not permitting identification of individuals.	5.46	5.79
11.	Guidance and counseling services are provided to vocational students on an equal basis as provided to college preparatory students.	5.71	5.70

Table 4

SYSTEM ADMINISTRATION Gain Totals from 1991-92 to 1994-95

Category	Total Number of Items	Items With Gain	Items With Same or Lower Rating
I.	7	7	0
II.	4	4	0
III.	18	18	0
IV.	3	3	0
V.	20	11	9
VI.	32	31	1
VII.	7	7	0
VIII.	8	8	0
IX.	11	11	0
X.	4	4	0
XI.	25	17	8
TOTAL	139	121 *87.1	18 **12.9

* Percent of items with gain = 87.1%.
** Percent of items with same or lower rating = 12.9%

Table 5

INSTRUCTIONAL PROGRAMS Gain Totals from 1992-93 to 1994-95

Category	Total Number of Items	Items With Gain	Items With Same or Lower Rating
I.	24	24	0
II.	4	4	0
III.	14	14	0
IV.	4	4	0
V.	20	11	9
VI.	28	28	0
VII.	5	5	0
VIII.	5	5	0
IX.	7	7	0
X.	5	5	0
XI.	10	9	1
TOTAL	126	116 *92.1	10 **7.9

* Percent of items with gain = 92.1%
** Percent of items with same or lower rating = 7.9%

Table 6

COMPREHENSIVE CAREER DEVELOPMENT PROGRAM Gain Totals from 1992-93 to 1994-95

Category	Total Number of Items	Items With Gain	Items With Same or Lower Rating
I.	8	8	0
II.	27	24	3
III.	16	15	1
IV.	3	3	0
V.	6	6	0
VI.	26	25	1
VII.	3	3	0
VIII.	3	3	0
IX.	2	1	1
X.	1	1	0
XI.	22	18	4
TOTAL	117	107 *91.5	10 **8.5

* Percent of items with gain = 91.5%
** Percent of items with same or lower rating = 8.5%

Table 7

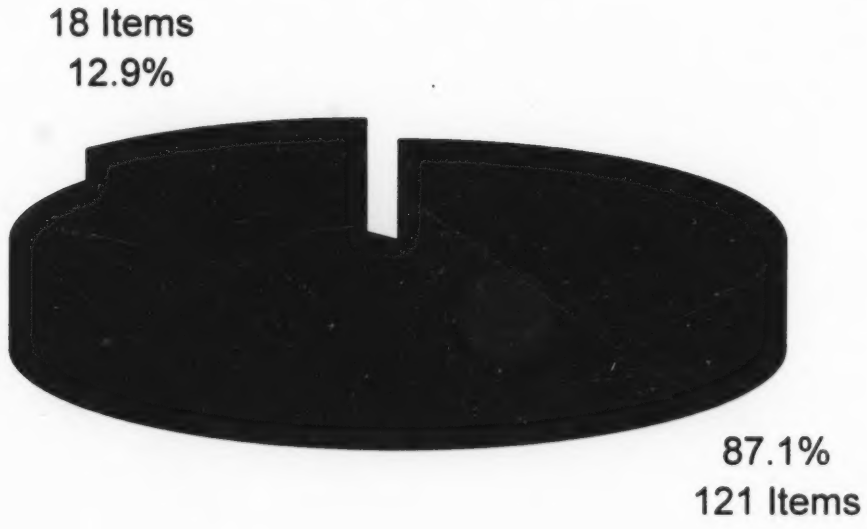
SUMMARY Gain Totals from Baseline to 1994-95

Category	Total Number of Items	Items With Gain	Items With Same or Lower Rating
I.	39	39	0
II.	35	32	3
III.	48	47	1
IV.	10	10	0
V.	46	28	18
VI.	86	84	2
VII.	15	15	0
VIII.	16	16	0
IX.	20	19	1
X.	10	10	0
XI.	57	44	13
TOTAL	382	344 *90.1	38 **9.9

* Percent of items with gain = 90.1%
** Percent of items with same or lower rating = 9.9%

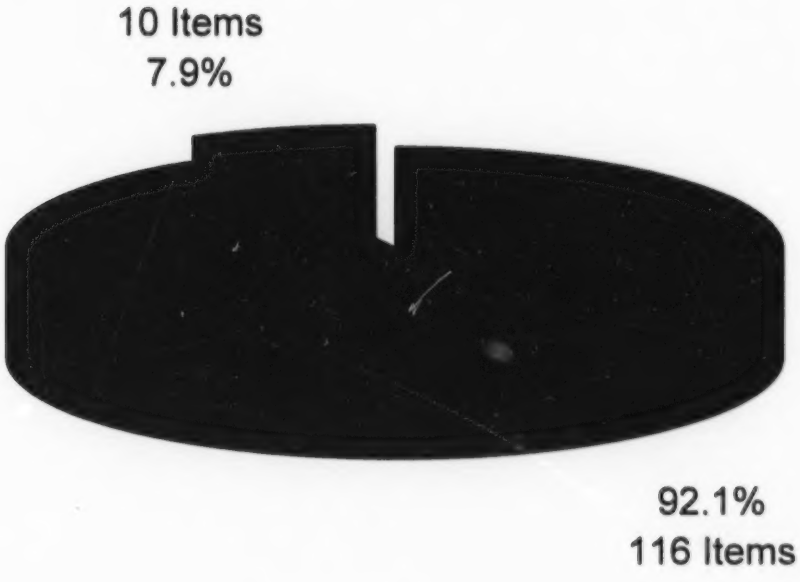
SECONDARY VOCATIONAL-EDUCATION
System Administration Evaluation

Item Gains from Baseline
1992-93 - 1994-95



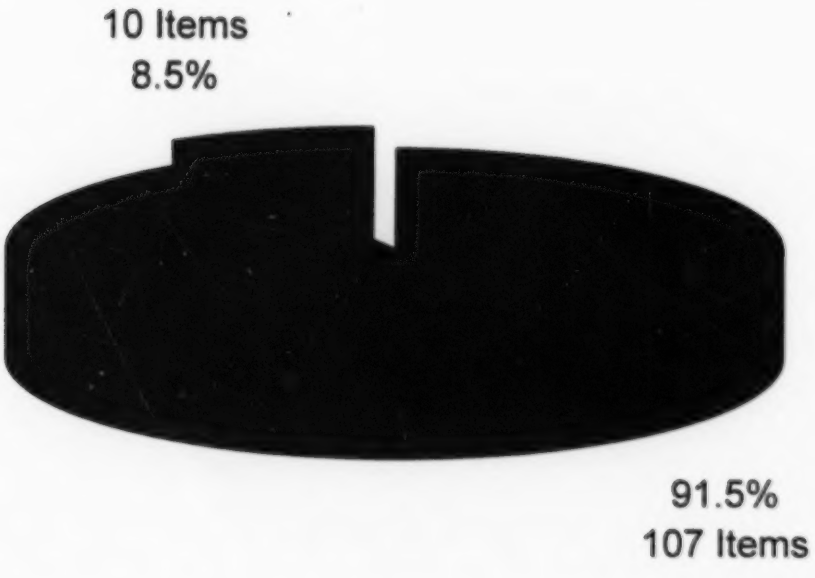
SECONDARY VOCATIONAL-EDUCATION
Instructional Evaluation Instruments

Item Gains from Baseline
1992-93 - 1994-95



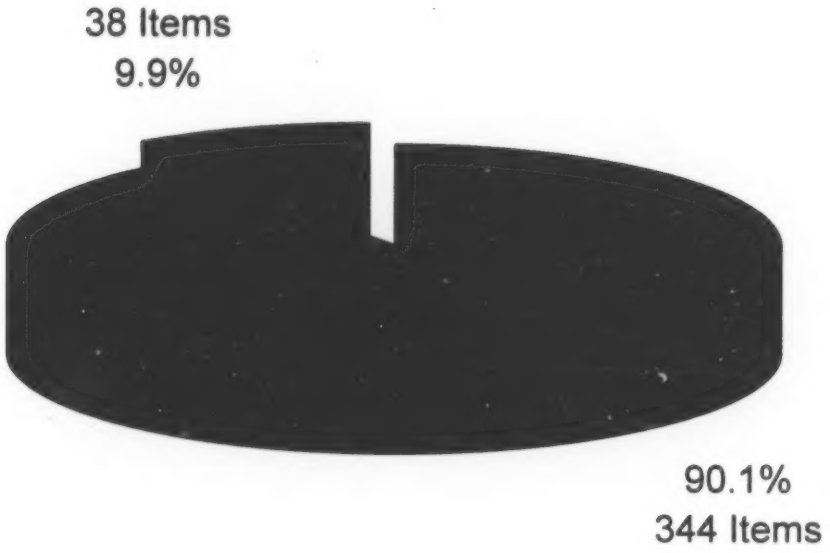
SECONDARY VOCATIONAL-EDUCATION
Comprehensive Career Development (Guidence & Counseling) Evaluation Instruments

Item Gains from Baseline
1992-93 - 1994-95



SECONDARY VOCATIONAL-EDUCATION
All Evaluation Instruments

Item Gains from Baseline
1992-93 - 1994-95



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